# Bay Grasses in Classes
# Pre-lab Activity for Redhead Grass

1.  Why is redhead grass important to the Bay?

2.  What will you be investigating in your experiment?  (What question will you answer?)

3.  What variables will you control in your experiment?

4.  How is your experiment representative of conditions in the Bay?

5.  What is your hypothesis?

6.  What effect do bay grasses have in your community?

7.  What can you do to decrease pollution to the Chesapeake Bay and help bay grasses?

# Post-lab Activity for Redhead Grass

Create a line graph of the height of plants in Chamber A vs. Chamber B.
during one of the micropropagation periods.

Remember to:

- put the dependent variable (plant height) on the y-axis (vertical)
- use consistent units
- label everything
- use a title

## Title

Plant Height (inches) vs. Week
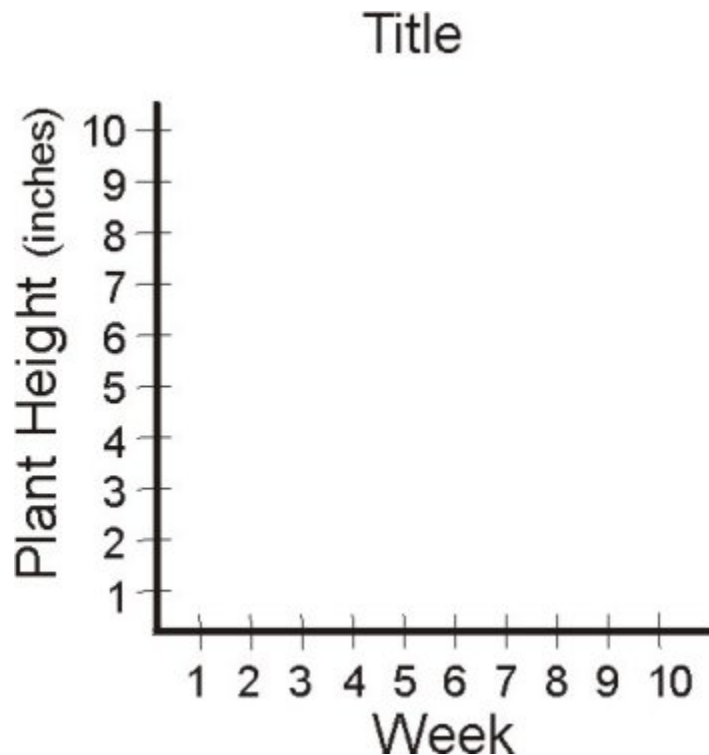
1. Write a conclusion paragraph of your findings.

   Remember to include:

- What have you found from your data? Interpret and explain.
- Draw a conclusion; refer back to your hypothesis.
- Any events that may have impacted the experiment (something was accidentally added to the tank, electricity failure, incident that affected the tanks, etc.)

Additional Questions

1.  Why is redhead grass (and other bay grasses) important to the Chesapeake Bay?

2.  Name three factors affecting the growth of redhead grass (and other bay grasses)?

3.  What three factors affect the amount of light reaching redhead grass(and other bay grasses)?

4.  What conditions are necessary for identifying a redhead grass planting area?